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ABSTRACT

Followup materials from the 1982 conference "Higher Education for Women in the 1980s," held at San Jose State University, California, are presented. The contents include observer's comments (Barbara Charlesworth Gelpi); progress reports (Renee Kogel, Judith Stanley, Ruth Hafter, Pearl Oliner, Jane Gurko, and Lowell Walter); summaries of panels, a statement announcing the conference, seven cases of institutional racism/sexism (Chuc Kemesu), and an article on the status of women's programs at California State College, Stanislaus. The conference was designed to empower representatives from all Northern California campuses to initiate changes necessary to ensure that the State University System is responsive to the needs of women and will prepare those women for socially useful careers. The conference panels covered the following topics: improving student services, diverse teaching methods, a variety of delivery systems for higher education, and integrating the study of women into the curriculum. Suggestions are reiterated concerning: providing services to reentry students, providing adequate child care for students, dealing with sexism and racism on campuses, and recruiting women into science. Attention is also directed to: factors that affect reentry women, the dynamics of communication in the classroom, differences between men and women that can carry over to the classroom, some differences between men and women teachers, correcting poor teaching methods, alternative delivery systems that may improve access to higher education, and flexible scheduling of classes. A conference program guide, which includes the names of individuals involved in the planning of the conference is included. (SW)

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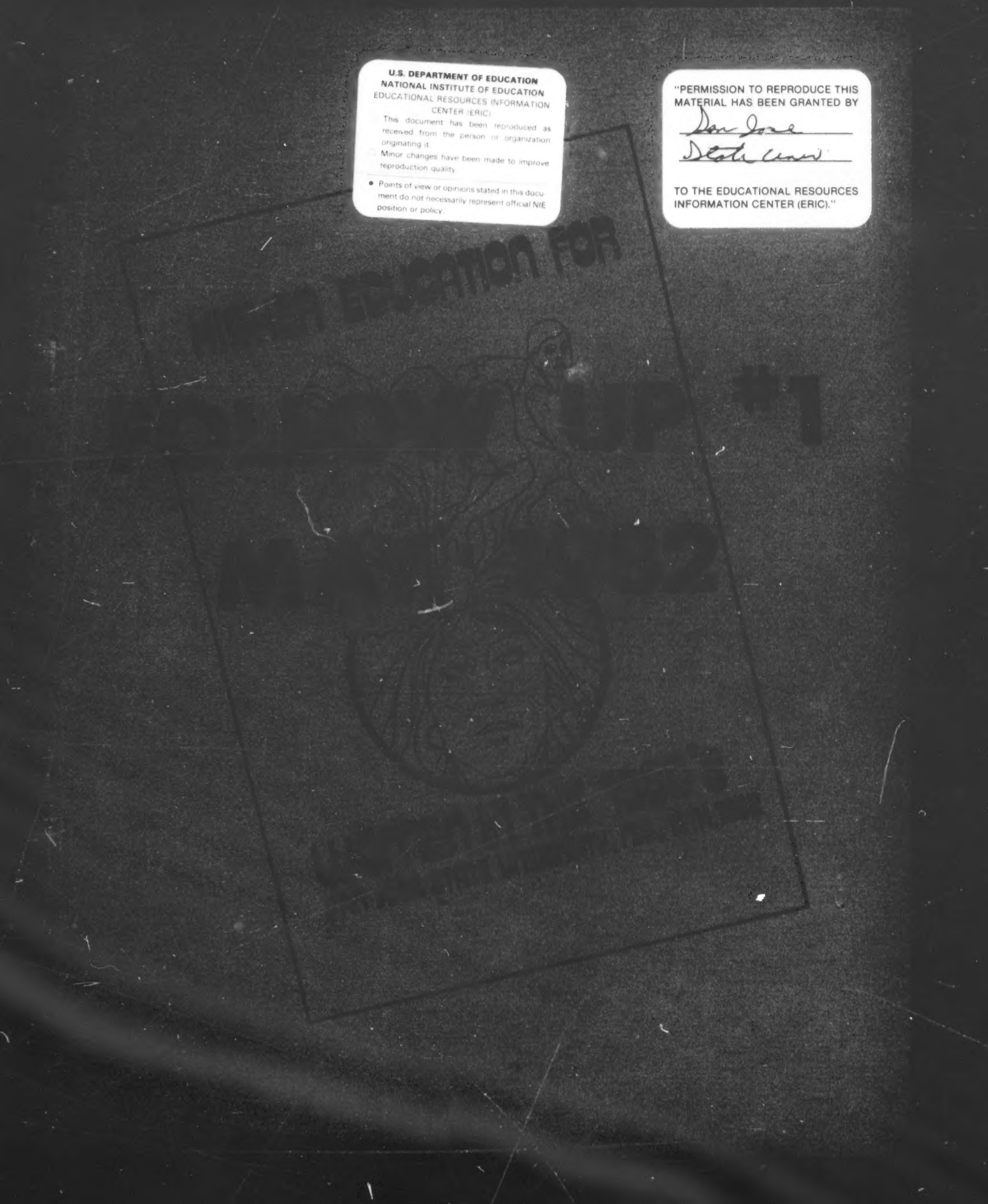

FOLLOW-UP #1: Higher Education for Women in the 1980's

May, 1982

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INTRODUCTION

The bulk of the conference evaluations that came in after the February 19, 1982, conference on "Higher Education for Women in the 1980's" showed some sort of newsletter as the preferred follow-up, given the fact that a second conference in May was not to be. This publication is offered as the best mode available for follow-up at this time. We still have hopes that another get-together will be held in the future; if any other campus wants to host such a conclave, we'll send you all our form letters and give you hints on raising $$!

Above all, lets vow to maintain ties among all the CSU campuses "up north".

The Steering Committee for the SJSU Ad Hoc Committee
on Higher Education for Women in the 1980's

Ellen Boneparth, Political Science, Associate Dean of the School of Social Science

Jane P.S. Boyd, Women's Studies

Carol Christensen, Human Performance

Catherine A. Curtin, Assistant Housing Director

Gloria Melone, Director, Student Affirmative Action

Maureen Pastine, Library Director

Fauneil J. Rinn, Political Science/ American Studies, Associate Dean, Undergraduate Studies

Diane Schaffer, Social Work

Jo A. Sprague, Communication Studies; Coordinator, Women's Studies

Josephine Stuart, Director, Washburn Hall

Phyllis Sutphen, Coordinator, Re-entry Program

E. Carmen Torres, Women's Studies/Mexican-American Graduate Studies

Sybil B. Weir, English/American Studies, Associate Dean, Faculty Affairs

Donna Ziel, Director, SJSU Student Advisement Center, Salinas; President, California Women in Higher Education

OBSERVER'S COMMENTS

Barbara Charlesworth Gelpi
Editor, SIGNS; Journal of Women in Culture and Society
Lecturer, Department of English
Stanford University

As I write my observations on the conference "Higher Education for Women in the 1980's" at San José State, I realize that I should have talked at more length with its planners about the central purpose of the conference. Only in terms of that can I judge its success. Working without that special information (and perhaps that independence can be an asset), I must intuit myself, particularly from the opening remarks made from the delegates to the conference and from casual conversations with friends and acquaintances attending it, what I would judge its purpose to be.

My sense is that, while Women's Studies programs are more or less well established in the state system, they are not really growing a) because the harsh realities of stable or shrinking enrollments make it impossible to hire more faculty members to teach an expanding number of courses and b) because women students faced with limited employment opportunities find it necessary to take programs that will fit them more immediately for a specific job than Women's Studies can. The purpose of the conference, then, is to think of ways in which ideas, attitudes, concepts, and teaching materials that will improve women's opportunities by giving them a strong feminist view of themselves can be integrated into courses across the entire university curriculum.

If I am right in considering this at least one purpose of the conference (and the fact that I attended the workshop on curriculum may give me that slant, while there were other purposes as well), the keynote speech by Helen Astin was useful. It was, first of all, interesting just in itself, lively and enlivening - a great boon, all purpose aside. But the material Astin presented on women's sense of themselves as they enter college, their growth in or loss of self-esteem through college, and their expectations for their lives after college was all very much to the point. Just as an aside, though, I wonder whether her strong moral stand against a growing "materialism" among women students as well as men did not need more comment. It would have been interesting to have a respondent speak to that aspect of her talk. I do not think of myself as a pro-materialist, and I accept as a prior value the humane interaction and dedication to community life that she praised. Yet in a world where power and money are equated, perhaps women must be materialist in order to empower themselves. Better indeed to change the nature of the world, but meanwhile one can't in a <u>simple</u> way deplore women's rising materialist ambition.

The workshop I attended, as I mentioned above, was also in its general concept, highly relevant to the purpose of the conference. I would like, however, to have seen more in the way of a specific and focussed result. I was very much impressed by Ellen Weaver's talk on women in science. She brought enlightening details about the numbers of women in each of the disciplines and had specific comments on the ways in which women scientists are made invisible. From these one could see lines of action that would make them visible and so enable women students to see themselves as women scientists. A first step.

Also useful because it was practical was Judith Gappa's information on the transformation of curricula in three fields - Sociology, Psychology and Economics - through books on materials that may be used in conjunction with the present courses that are unconsciously - or consciously - masculine in their bias. I missed such practical help from the other two speakers. Emily Stoper's description of the faculty program she had run and of the conference she attended in Princeton gave a sense of people's attitudes toward curriculum change but little on what was actually achieved.

As a follow-up to the conference, then, I think that a newsletter might be useful. I'm not thinking of a newsletter that would be ongoing or chatty. Perhaps "report" would be a better term: panelists might be asked to write up, with a good deal of specific detail (and those who were not detailed might be asked for more in that way) the suggestions they bring to the practical ways in which curriculum can be transformed - including details about where one can find materials for all the fields in which they are available and where research is being done in fields in which nothing yet is available.

Such a report would help to give the collective thinking that went on at the conference a permanent form. In my opinion, it was very good thinking and deserves to be set down so that we have it to work from in the future.

I might also add that the conference achieved a good deal just by bringing people together and giving them a chance to talk informally as well as in workshops. I also liked our multi-colored packets and was impressed by the cheerful sense of good organization.

Renee Kogel, Professor of History
California State University, Chico
April 1, 1982

The team was quite pleased at the opportunity to attend the conference on Higher Education for Women in the 1980's. We all felt that we learned something new or reinforced some old learnings and we all returned anxious to work for some changes on our campus.

The team has had one formal meeting since our return from San José and we have had one meeting with our campus president and the Dean of Student Affairs. At the latter meeting we spelled out some of our learnings from the conference and sketched in some of the plans we have for changes to be made. The president listened but was quite noncommittal. The Dean of Student Affairs promised to be supportive of any changes that fell under her area of responsibility.

The specifics of our plans, listed by the title of each team member, are:

The Director of Professional Development: In the Professional Development office we are currently planning to reserve some resources for an inservice effort to assist faculty in rethinking the content of curricula. Plans include the use of a single department to take a day to address the significant issue of how curricula can be adapted to afford a comprehension and appreciation of women and their roles, both real and potential. Another department chair will be invited on the condition that the visiting chair arrange a similar experience for her or his department. We are attempting to establish a budget for the work shops.

The Chair of Sociology: My plans are 1) To hold a departmental workshop-awareness session for one day on "Sexism in our Pedagogy and Curriculum." It will focus on the sinister ways in which sexism creeps into the "normal" processes of our teaching. We will dismiss classes for that day and use several on-campus resources to help us investigate the matter. 2) To write up an article for submission to the University Journal on both the success/failure of such a venture and to point out that males actually have a vested interest in the destruction -- not the perpetuation -- of sexism in the University. I would hope to have some kind of impact on those fellow male professors who, like me, don't really want to be sexist but have never before given it much thought.

Women's Studies Student: After attending the Student Services workshop, I realized that the housing needs of students are not being met in terms of having moderately priced, liveable accommodations, that stress cooperation. The housing problem is even more severe for single mothers. Therefore, another woman and I are in the process of finding a house or small apartment complex to buy in order to start a communal living arrangement. The cooking, shopping, clearning, child care and maintenance would be equally shared among the inhabitants. Our goal is to have the house established by September.

History Professor: I have proposed a new course in Western Civilization that deals equally with women and men and have applied for its inclusion in the General Studies program.

Student Affairs Personnel: We are working on a plan to have a new Credit for Prior Experience program. We believe this will prove to be valuable for reentry women.

We are also working on ways to have more faculty interaction with women students and are thinking about ways in which to make that possible.

Judith Stanley, Professor of History and Assistant Vice President
Academic Resources, California State University, Hayward
March 25, 1982

What, an answer to your memo nearly two weeks before the due date?! Oh, what good academic planning. How resourceful these Hayward people are...

Actually, I don't have terribly much to report, and I'm not going to be able to add significantly to the report before your deadline. That's because we're on quarter break right now, and the Hayward team, which met before the break -- on March 15 -- will not meet again until after we've settled into Spring quarter, around 15 April or thereabouts. I'll have a clearer, more precise idea of what we plan to do this year after the April meeting, to which we all promised to come chock full of good suggestions for implementing the directions we discussed in March.

And what, pray tell, did we discuss in March?

1. We "debriefed" the conference. Team members reported on the panels they'd attended and highlighted ideas that seemed especially useful/relevant to Hayward.
2. We considered where we go from here.
   a. Integrating Women's Studies into the curriculum is our first priority.
   b. How do we manage that?
      1) We discussed the possibility of making Women's Studies a part of the curricular review process, i.e., asking departments which submit new course requests, course modifications, Major/Minor revisions, etc. whether Women's Studies could be integrated into their curriculum, whether they'd considered that possibility, what conclusions they'd reached.
      2) Team member, Alan Smith (Dean of the School of Arts, Letters, and Social Sciences) noted that the School has ordered the curriculum guides prepared by Judith Gappa and her associates in the WEAL Women's Studies project and will also purchase the guides to Women's History prepared by the American Historical Association and the Organization of American Historians. It will distribute portions of these materials, as appropriate, to various departments in the School.
      3) We agreed that it would be wise to involve more CSUH folk in our work. We are going to invite the members of the Committee which oversees the Women's Studies program and the faculty who participated in Emily Stoper's pilot project on integrating Women's Studies into the curriculum to our next meeting.
3. We noted the importance of creating more of a sense of community among women faculty on campus. Emily Stoper reported that the Women's Studies Committee will sponsor another Wine/Cheese for women faculty in the Spring; perhaps next year we can arrange additional meetings, seminars, etc.
4. We plan to expand our agenda in April; I'll be in touch after that meeting.

3

Ruth Hafter, Library Director
Sonoma State University
Follow-up Activities Resulting from the SJSU Conference on Higher Education for Women in the 1980's

At the February 19, 1982 dinner in San José, the Sonoma team promised to publicize on its campus many of the innovative programs and activities discussed at the February 19 workshops. A planning session was held by the team on February 22, 1982. At that session, it was decided to assign team members to participate in the Sonoma Faculty Conference on Advising, Recruitment and Retention scheduled for March 12, 1982. Team members requested and received assignments as facilitators for each of the plannin workshop/discussion groups.

At the advising workshop, team members talked about innovative programs to give credit for prior learning or to save time through challenge exams; at the recruitment and retention workshops, extensive time was devoted to the issue of mainstreaming women's studies in many General Education classes. Response to these ideas was enthusiastic and team members hope that at least some of the proposals they brought to the workshops will be incorporated into the forthcoming revision of the campus General Education program.

The campus library is attempting another approach to the issues raised at the February 19 conference. A proposal is being prepared for June 1982 submission to the National Endowment for the Humanities entitled, "Everything You Ever Wanted To Know About Women But...". The proposal requests support for a series of lectures, slide-tape and videotape discussions about how the cumulative results of the many studies of women's lives and activities undertaken over the last 20 years have changed scholarly views of world history. Initial response by N.E.H. staff appears to be quite favorable.

Pearl Oliner, Associate Professor of Education
Humboldt State University
March 26, 1982

I did indeed follow-up with a "conversation with myself", during which I decided that the best immediate action I could take was to have the Women's Faculty Association request that Milt Dobkin (Academic Vice President at Humboldt) and I make a report to them on our attendance at the conference. This is scheduled for sometime in April, and I would expect some action (perhaps in relation to undergraduate curriculum or staff development) to emerge from this. It will be the first time that Milt will have appeared as a presenter at a meeting of this sort. His considerable influence is needed for strengthening the place of women on our campus.

As I commented, during our "wrap-up", while Humboldt has sometimes been a "forgettable" campus, we were most appreciative <u>you</u> had not forgotten us. Because of our geographical isolation and the ever-mounting costs of transportation, the inclination to exclude us is understandable. I am most appreciative of the efforts you made not to allow this.

Jane Gurko, Associate Dean, School of Humanities
San Francisco State University
March 24, 1982

Our team has not had time to formalize any plans for follow-up activities to your conference but it is still in all our minds to offer some kind of workshop(s) at our Asilomar retreat next winter on Jo Sprague's idea of "Meta-Communication in the Classroom." I have of my own initiative drafted a Chancellor's Maxi-Grant proposal idea on the same -- but won't proceed with it immediately unless given a green light by our campus screening committees. I've attached a copy of the one-page concept, still, as you can see, in embryonic form. Perhaps by next year we'll have more to report.

PRELIMINARY
Proposal prepared by Jane Gurko, San Francisco State

CHANCELLOR'S MAXI-GRANT PROPOSAL: Academic Excellence in the Undergraduate Curriculum

TITLE: Faculty Workshops on Meta-Communication in the Classroom

NEED:

Our student population is becoming more ethnic and more female. San Francisco State University presently has a student body which is almost 40% of color and 57% women. These figures are predicted as increasing for the indefinite future. Retention among these two overlapping groups is not good, however, and a significant reason for this is the poor communication which occurs between students with particular cultural speaking-behaving patterns and instructors with no training in cross-cultural communication. Moreover, most faculty members on our campus have never received any formal pedagogical training, since most received degrees and credentials during an era when no such training was deemed necessary. The result is that many instructors unconsciously send indirect messages, both verbal and nonverbal, to their students during classroom interactions, messages which intimidate, disparge, mislead, or otherwise discourage many students. Faculty could profit tremendously from workshops led by communications experts which examine differences in speech and behavior between sexes and among various ethnic groups, and which consider the particular realities of such non-traditional students as the disabled, older re-entry veteran, etc.

OBJECTIVE:

To improve classroom communication -- and thereby student retention -- by training faculty in communication/meta-communication issues usually omitted from professional (Ph.D.) programs.

METHODS:

1. During Fall, 1982, two grant coordinators will plan a series of intensive workshops (36 hours in all) in
   a. the concept of meta-communication in the classroom: personal style, physical classroom set-up and choreography, the rhetoric of the syllabus, office hours, flexibility of assignments, etc.;
   b. cross-cultural and cross-gender communication patterns; and
   c. special needs of special students: juggling family, work, school; single parents; transportation problems, etc.
2. During Spring, 1983, the coordinators, at 25% time each, will run these workshops for twenty-four faculty, three from each School, who will be paid $500 each to attend, and to participate in an evaluation of the project during Summer, 1983.

BUDGET:

Two facilitators/coordinators	$ 6,000
Twenty four faculty, at $500/each	12,000
Travel and consultants	1,000
Supplies and student assistance	1,000
Total	$20,000

* * * * * * * * *

Progress reports from Sacramento State and CSU-Stanislaus had not arrived by press time. See Appendix C, however, for a reprint of Stanislaus' conference report.

Lowell Walter, Director of Advising
San José State University
April 8, 1982

The San José State University team has had one meeting since the conference on Higher Education for Women in the 1980's. (Another is scheduled for next week.) Topics have been identified which we feel should guide us as we move into some kind of program development. Topics considered were the following: 1) a retreat which involves the President and major deans to discuss women's issues, 2) programs designed to sensitize the general faculty to women's needs in higher education, 3) General Education courses that incorporate attention to the issues of racism and sexism, 4) speakers on conference issues at the department level throughout the university, and 5) more adequate child care facilities for members of the campus community.

The team has been expanded by three members who came to us from the conference committee: Ellen Boneparth, Catherine Curtin, and Diane Schaffer. Additional team members are encouraging, but the problem of scheduling meetings that all can attend increases geometrically with the size of the team. In spite of that problem, however, there is a general commitment to the focus on issues and problems which are of concern to women and action on which will make our campus better for all students.

As you can see, so far the team is mostly deciding on priorities. But during Womyn's Week in March, Karen Voss chaired a well attended panel on student-professor interaction, with emphasis (not total focus) on avoiding professorial behavior that women students perceive as sexist.

* * * * * * *

Also of interest to our readers is this April letter from one of the conference organizers, the Women's Studies program:

TO: Friends of Women's Studies
San José State University

FROM: Jo Sprague, Coordinator, Women's Studies Program
and Professor, Communication Studies

In approaching the Tenth Anniversary of the founding of Women's Studies at San Jose State University as a program, we discussed several possible methods of marking this significant event. The project we chose reached far beyond Women's Studies and, we hope, will lead to substantive improvements in the next decade.

On February 19th, Women's Studies co-hosted a conference on Higher Education for Women in the 1980's. Teams of administrators, faculty and students from the other seven northern California campuses of the CSUC system were in attendance. Keynote speaker Dr. Helen Astin of UCLA was introduced by President Gail Fullerton. Workshops were held on four topics: Improving Student Services, Diverse Teaching Methods, Integrating the Study of Women into the Curriculum and A Vareity of Delivery Systems for Higher Education. Participants found the Conference stimulating and useful. Ideas that were generated will be available in a conference report and a newsletter. There is discussion of a follow-up conference in the fall. The SJSU team has continued to meet and hopes to initiate projects on this campus that will make us better able to serve the needs of women students - and all students - in the 1980's

Our thanks and congratulations to the more than sixty women and men at SJSU who worked for over a year to plan this successful conference. The event was a fitting tribute to the tenth anniversary since it reaffirmed our optimism and our creativity. Groups from every aspect of the campus community worked together effectively and energetically.

Planning and putting on the conference served as a catalyst for new connections and a new sense of common concern.

SUMMARIES OF PANELS

Panel A

Improving Student Services

Panelists: Dr. Margaret "Peg" McKoane
Director of Programs for the Adult Students' Admission and Reentry (PASAR)
California State University, Sacramento

Chuc Kemesu
Coordinator of Counselling Services
University of San Francisco

Jeanne Machado
Instructor of the Early Childhood Education Department
San José City College

Moderator: Catherine A. Curtin
Assistant Housing Director
San José State University

Reporter: Phyllis Sutphen
Re-entry Advisory Program
San José State University

Dr. Margaret "Peg" McKoane:

Her re-entry program was at one time part of Continuing Education, then part of Student Services (but she had a zero budget there) and now it is part of the Admissions Office. She is glad to be out of Student Services since the typical services offered are very traditional and do not meet the needs of older students. For example, getting into the job market if you are age 24 is quite different than if you are aged 42. Like trying to mix apples and pears.

Our whole system is very mystifying to people who are coming back to school. They are totally unfamiliar with the advising system, how to get into classes, the various requirements for degrees, etc. In addition, they are coming into a system that is in a crisis situation because of budget cuts, inadequate salary increases and faculty who are worried.

Older students bring new issues to Student Services. One might be whether abortions should be provided by the Student Health Services. Another is whether we should be providing services to people who are not yet enrolled students. We have just learned, however, that Student Services monies can now be used for re-entry programs. One must also consider the political nature of many Student Services. For example, in a search committee for a new Dean of Student Services there were no women except for the secretary. The person they wanted to have the position was already on campus and he had their votes even before the search. This same committee also made up the budget for the division.

Student Services are supposed to have advisory committees with the majority of the committee students. It is going to be very difficult to get re-entry students on these committees because of their lack of time. The following statistics indicate the need for their representation:

50% of all students are over 25.
67% of those over 25 are part-time students.
Students age 35 to 59 are 2 to 1 female.

Suggestions for those providing services to re-entry students:

(1) Try to align yourself with power in the system insofar as possible. Some faculty and administrators will be more supportive than others.

(2) Develop a strong interface with Student Services to provide special services for older students such as special financial aid workshops and internships for older students through Career Planning and Placement.

Jeanne Machado:

Jeanne emphasized the need for child care. She stated that 75% of the community colleges have child care since they have special child care funds available to them. There are two important points to keep in mind in relation to child care:

(1) There are always going to be student parents and

(2) Student parents are serious about their education.

Her suggestions for getting adequate child care for students included:

(1) Be very sure of what you want and why it should be there.

(2) Develop a strategy and don't go away. At San José City College, they started with the Board of Trustees by getting an Early Childhood person elected to the Board. They then started a Child Care Action group. They targeted decision makers on campus and figured a strategy to present their point of view to them.

(3) Link up with childhood development academic programs.

(4) Collect statistics and facts on how child care will improve the quality of education. Also how much it will cost.

(5) You need people who will give continued dedication to the project. Students tend to leave.

Chuc Kemesu:

Sexism and racism are 200 years old historically and are built-in problems. They are most devastating at the student level. Education's functions are (1) to recruit people into the culture, (2) tell them what it is and (3) maintain and transmit the culture. Change is not the function of education. History as it is taught does not reflect minority interests.

No one is going to admit to being sexist or racist. It is always a problem with someone else, not here. Therefore, no one is responsible. People will say things such as, "My hands are tied." Therefore, one should not really listen to what people say but look at their behavior. What do they do?

There is no institutional power for women or minorities but you can make a difference with each person you really help. Affirmative Action Coordinators are not hired to insure affirmative action but to protect the institution. Employment of minorities and women has gone down in the last few years.

Suggested strategies:

(1) Deal directly on a person-to-person level. Always have a name and take the initiative.

(2) Make appointments, confirm in writing with appropriate cc's.

(3) Most people really do want to help. Give them room to make a correction or a graceful exit.

(4) Never accuse someone of sexism or racism because it doesn't exist except some place else. People so accused are smart enough to know how to defend themselves.

(5) Listen to people and encourage them to explain what they are doing. Let them come up with a fair solution and give them room to save face.

Discussion:

The experiences of women and minorities have not yet been documented and presented sufficiently in order for institutions to make decisions and policy recommendations. We need hard case histories, profiles and specific experiences. Institutional study is important and necessary in order for change to happen.

Behavior change is what is important since attitudes are difficult to change. We must keep our programs visible to people already committed to us. There is some critical mass of support out there that needs to be cultivated.

We in Student Services haven't taken enough action ourselves. We could require students to take a course where important data could be presented to them. We also need to approach faculty as peers or equals. A lot of what happens is from ignorance.

Agreement that you don't change anyone's mind. They change their own mind. You can only put seeds or ideas there.

Notes: Orpha Quadros
Professor, Social Work, San José State University
Facilitator for Workshop for Panel A

A. Statement of group concerns

Common issue: How to "get a toehold" in institutional power and maintaining it in terms of changing behavior (i.e. attitudes). Sexism and racism combine to make this a difficult and challenging task.

B. Things to do in relation to these issues:

1. Increase awareness of sexism and racism through
   a. Requiring G.E. courses, taught by appropriate role models, in
      (1) Ethnic Studies
      (2) Women's Studies
2. On regular teacher evaluation forms now used, change them to focus on specific attitudinal problems (if any) relative to sexism and racism.
3. Do exit interviews for graduating students relative to services received or not received, teacher effectiveness, attitudes of staff, assessment of service delivery.
4. Challenge the whole male dominated power structure in Student Services.
5. Encourage child care staff people to involve themselves in training relative to early indoctrination of children as regards sex role stereotyping.
6. Extend hours for all student services through the first two weeks of a new semester.
7. Night services need to be expanded especially for Master's level students.
8. Do an inventory/survey among current students to determine:
   a. major changes needed in Student Services.
   b. ways to implement better services.
   c. determine those things that need to happen this year.

Notes: Carole Cox
Facilitator

Suggestions from the group:

1) Students and staff should evaluate the services; develop a data base on students' needs; analyze, make suggestions and develop strategies for implementing the ideas, and evaluate to see what has happened.

2) May need new models for organizing (using letters more than meetings, different hours) to accommodate the needs of the re-entry students, especially.

3) Look for universals that transcend particular problems, i.e. sexism and racism.

Critique from Carole:

There was confusion about what needed to happen in the workshops and I was confused about where they should meet (team room).

Panel B

Diverse Teaching Methods

Panelists: Dr. Celeste Brody
Associate Professor of Secondary Education
San José State University

Dr. Jo Sprague
Professor of Communication Studies and Coordinator of Women's Studies
San José State University

Moderator: Jane Boyd
Women's Studies
San José State University

Reporter: Dr. Marilyn Blockus
Assistant Professor
Department of Mathematics
San José State University

Celeste Brody: A Look at the Nontraditional Learner

I. Goals

A. Want to make our schools more accessible to nontraditional students. Once there is a commitment to change, it is easier to analyze the present situation.

B. Want to discuss conditions of the learning environment, the attitudes of teachers and administrators, and how these factors affect nontraditional learners. The attitudes of teachers may serve to inhibit learning or to create a better atmosphere for learning. It is not just the curricular content, but also how it is presented which is important to learning.

C. Want to focus on the character of women students. There has been an increase in the number of nontraditional women students and in the number of older women in college. The average age of students at San José State is 27. To better relate to these people, perhaps we should think of them as adult learners, rather than students. (Most teachers would consider themselves to be adult learners, but would not think of themselves as students.)

II. A Look at Re-entry Women

A. Most re-entry women have either only completed high school or have been out of college for some time. Some enter a four-year college at the freshman level, others after attending a community college. When their last successful educational experience occurred can be very important.

B. Re-entry women can find schools very intimidating. It removes them from their family and community where they feel comfortable. The culture of school is foreign to them. They feel out of place.

C. Many re-entry women have a low or moderate income. It is very likely that they are the sole income earner in the family. (One in every five children belongs to a single-parent family.) If she is married, her husband often resents her growth, her desire for fulfillment outside of the home, and family.

D. Often a re-entry woman is going through a personal transition in her life. Not only is it a difficult period for her, but she may feel in a hurry to finish school. She is probably facing resistance from her family for denying them time and for shedding the values of her family and community.

E. If a woman marries before beginning graduate school or if she has children before completing graduate school, the chances of a divorce are very high. Even with a supportive husband, having children while a woman is in graduate school will most likely lead to divorce.

F. Women usually choose to devote themselves to a family rather than a career. At some point, however, many women will become the sole provider for a family - and this is a strong motivating factor for women to return for a college education.

III. Factors Which Affect Re-entry Women

A. Time and place of classes: Time is a very crucial factor. Most women do not have time for educational attainment. Release time from work may be the way of the future. Women would be allowed to take classes during their working hours, perhaps even held at their place of employment by college professors. As a tradeoff, faculty members would serve as consultants and technical advisors for businesses. Re-entry women often have more enthusiasm for courses offered off campus. If the classes are neighborhood based, they are less intimidating and do not cause as much of a disruption with the family.

B. Support Systems: Women need child care and personal support systems. One way to establish personal support systems is through team learning - by putting the responsibility of learning on a group, rather than an individual.

C. Role Models: Women re-entering school need role models. It has been found that women students attend the office hours of women teachers more than those of men teachers. They may see their women instructors as more accessible.

D. Validation of life experiences in the classroom: We need to recognize that family and community activities are worth studying. We need to cultivate women's involvement in the community.

E. Need more adult exchanging of ideas: This can be done by stressing co-learning; cooperation rather than competition. Use team learning and study groups to foster the exchange of ideas.

The key to a successful program for re-entry women is that a school be flexible. Academic standards must be maintained, but that does not mean that we should equate rigor with stiffness.

Jo Sprague: Dynamics of Communications in the Classroom

I. The student-teacher relationship is a very powerful relationship. A teacher is a strong force in the life of a student. It is good for teachers to put themselves in the learning role to experience again what it is like emotionally. Even if a person is very successful in one area, s/he could be sensitive to failing in another.

II. We communicate in many ways to our students:

A. We communicate by body language, by smiling or not smiling, or by a lack of attention or response to students.

B. We communicate by our use of space. How is our office organized? It is just a place to drop off books, or is it a comfortable place for communicating with students?

C. Time is important in communicating.

1. The length of time we hold students on the first day of class is something which will be interpreted by students. If we dismiss the class after only a few minutes, they will think the teacher really isn't interested in the class. If we hold the class through the entire scheduled time, students will expect the teacher to be very difficult and demanding. Students hope for something in between.

2. Is the course structured so as to respect the students' time? A lack of respect would be shown by giving assignments at the last minute or forcing students to make many frequent trips to the reserve book room. Re-entry women will need to plan ahead and budget their time.

D. Personal presentation: The way in which the teacher dresses and moves is important. It communicates a relaxed atmosphere or a formal atmosphere. If a teacher dresses formally, he or she may want to compensate by extending in words a friendly invitation to students for class interaction and office visitations.

E. Language: The language used, the way things are said, the kinds of examples used are important means of communication.

F. Course Syllabus: Teachers should realize that the course syllabus, when presented on paper (Green sheet), can look very intimidating to prospective students. It might very strictly establish the rules for what the students must do and what they cannot do. On the other hand, it may be too vague or loosely defined and this would also make students uneasy.

G. The method of grading or evaluation should be established very early in the course and should be explained clearly. Nontraditional students are often afraid of failing. The atmosphere for learning would be improved by allowing them to drop a quiz or rewrite a paper. Don't penalize them strongly if they "blow it" once.

H. Interactive situation in the classroom: By the second day, students know whether the teacher wants any classroom interaction.

III. Differences between men and women which can carry over to the classroom:

A. Language: Men and women use different language to describe things. Men use more technical terms, while women use more interpretive, descriptive terms.

B. Women use more intense adverbs (I am so very glad that you could come). While men use stronger expletives.

C. Women generally use more tentative language. This serves them well in a diplomatic role, but is disadvantageous in a situation where they need to be assertive.

D. Contrary to myth, men speak twice as often and twice as long as women do in a group.

E. 90% - 100% of interrupting or overtalking is done by men when they are in a mixed group of men and women. These same men would interrupt less in an all-male group.

F. Women defer more to men. Women will back off rather than pursue an argument.

G. Women give more supportive responses such as nodding in agreement, irrelevant smiling or a tipped head.

H. Invasion of space and the option to touch are generally presumed by men.

IV. Some differences between men and women teachers:

A. Women teachers are aware of the fact that men students say more in class. Men teachers falsely believe that male and female students respond equally.

B. Male teachers tend to call on male students while female teachers call equally on men and women.

C. Female teachers persist more in discussion with students than male teachers.

D. Male and female teachers handle discipline differently. Women have more trouble with student confrontation early in their teaching careers. They tend to deal with it indirectly and in a face-saving way for the student. Men deal more directly with discipline problems.

E. Male teachers have more trouble getting students to interact in class.

V. Correcting poor teaching methods:

A. At lower levels, boys are scolded more, but on the other hand they are also rewarded more highly. Girls seem to get lost in the middle. We need to change the attitude that girls are not as important as boys in the classroom. We need to treat women students seriously and give them as much attention as men.

B. Most beginning teachers teach in the same way they were taught. Soon they begin teaching in the same manner as their colleagues. We need to put more thought into our teaching methods and consider changing our ways so as to benefit the students.

C. We need to bring in outside experts to help correct our faulty teaching methods. Faculty won't listen to their immediate colleagues. There is a need to try to get teachers to improve - but it must be done in a face-saving, ego-building way.

We must communicate to our students that we love our subject area. In the course of the class, learning may be difficult at times, but it is well worth it!

Questions and Discussion

1. The assessments of minority students differ - there is an incorrect assumption that these students will fail. The professor must make the same demands of these students and not yield to a temptation to lower standards.

2. Students may be strong in some areas and weak in others. One successful method of grading reports was to assign four grades to each paper for organization, content, grammar, and style.

3. Someone expressed the fear that the university is becoming a place for technocrats. The reply was that there is a difference between training and education. We must realize that many re-entering students are coming from a training experience. We must hook the interest of students by relating to the reality in their lives.

4. There is a growing interest in humanizing the learning place.

5. You can learn the most about your teaching methods and your ability to communicate with students by asking for anonymous comments from students.

6. How can we deliver support to women who need it, but do not ask for help? Answer: By talking with the students we know best, we can obtain feedback about other students. Once we are aware of a problem, we can address it indirectly by using as an example in class; what to do when such a situation occurs. We need to recognize the signs of stress in students. Then during office hours or in class we can try to get at their problems in an indirect way.

7. Experiences outside of the classroom can be the most exciting, and yet often women feel excluded from these situations. Women may have reservations about going to the pub for a discussion between students and teacher after class. It can be very important that women do that sort of thing to see the professor in a human sense and to develop good interstudent relations.

8. If there are only a few women in a class, they can feel like outsiders.

Panel C

A Variety of Delivery Systems for Higher Education

Panelists: Dr. Phyllis I. Bush
Dean for Learning Resources and an
Associate Vice President for Academic Affairs
California State University, Chico

Dr. Bernice Biggs
Coordinator of the Credit by Experiential
Learning Program
San Francisco State University

Dr. Nancy Tapper, Executive Vice President,
Center for Social Redesign
Former President, Peralta College for Non-traditional Study

Moderator: Donna Ziel
Director, San José State University Student
Advisement Center in Salinas

Reporter: Roxanne Howe-Murphy
Lecturer, Recreation and Leisure Studies
San José State University

Focus: Are there alternate forms to delivering education services/access to higher education?

Example: Salinas Center
Most students are working full-time.

Dr. Phyllis Bush:

Just because a person is physically isolated from the center of education, why should he/she be further handicapped? (specialists in segregation)

A. Microwave service to 15 sites
-Telephone - TV sets - playback radio

B. Connections with cable system
-AB699 - public access to TV
-Who has "beginning of hose" - connection to cable

C. Use old money in new ways

D. CPEC - supports off campus instruction on parity basis - if emphasis is on degree, certification program, etc.

E. California Cable
-Only 40% used
-"Linking California for Learning"
-Sacramento

All cable companies come up for relicensing in next few years - to get refranchized, cable companies are friendly - will talk about open channels, mid-ban channels.

F. Public Broadcasting Systems
-Assessment studies in Sacramento

-Functional competency — only public welfare
-Vocational training — issues addressed

G. Support Services are critical; library, counselling, etc.

H. Site: need not be based on campus.

Synthesis:

1. How to get mechanics; cable, microwave, etc.

2. Where
-wherever people are

3. Types of Service
-What do people need?
-Certified, degree programs.
-Support Services - information access

3. Chico
-Instructional Television for students
4 days allotted (ITS)
Students to services, etc.

-Students have access to professors via two way communication during, before or after class time.

Bernice Biggs:

A. Assessment of prior learning
-Process by which previous experiences can be documented and assessed via a portfolio.

B. Experience must be examined
-where did it take place
-what did he/she do
-translate experiences into Learning Outcomes

C. Various types of verification
-internal (student demonstration learning)
-external validation

D. Learner must assess what kind of learning takes place
-ones experience can be individually interpreted

E. Portfolio developed by learner with assistance/guidance from faculty.
Not the same as "challenging" the course.
Experiential learning is not categorized.
Portfolio development either on individualized or group level.

F. Who wants it?
-For our purposes, women often have not participated in traditional learning environments - dignifies past experiences.

-What makes experience college level?
Acknowledge academic world
Faculty assists - asks many guiding questions - to help individuals conceptualize.

G. Who doesn't want it?
-Those who question legitimacy of out-of-classroom environment.
-Those concerned with cost (the process is not expensive)
-Those concerned that everyone will want to go through the process. Biggs' experience is that the process encourages future classroom matriculation.

H. There is a multitude of ways to assess prior learning.
-Testing
-Performance measures
-Portfolio forces student to integrate raw experiences--mold into academic, conceptual format.

I. Differences between East and West
-East Coast - more prior learning accepted in public institutions
-West Coast - more accepted in private institutions

J. Faculty advisor
-Must be able to help student interpret/translate experiences
-The farther away the learner and faculty member's experiences, the more difficult this interpretation can be

K. Challenging/exciting

L. Portfolio requires more of student than traditional educational setting.
-Not a change in standards

Nancy Tappen: Time/Space Considerations

I. Time
Probably the biggest hurdle in enrolling in any higher education program

A. Study
1. Mid-career re-entry of women and men.
2. Why did they return to school?
a. 91% - courses were offered at convenient time
b. 89% - convenient location
c. 84% - opportunity to go back; most of the top factors time-related

B. Carnegie Study
1. People interested in learning, but who did not return to school.
2. Why?
a. time related
b. not enough time for family/job responsibilities

II. Saving Time
Make time commitment to program shorter

A. Most campuses have varied mechanisms for saving time, e.g. taking tests, CLEP exams - these are respectable - advertise them.

B. Credit by test only.
New York Regent's External degree program - fully accredited.

III. Using Time
A. Scheduling
1. September is probably the worst time for women who are parents
2. Length of course - most adults can't commit themselves to 15 week courses.
a. Like shorter, more intensive times
-5 weeks x 4 hours/night
-long weekends, etc.
3. Time of day and location
a. Midnight course at location where there is swing shift
b. Student preference:
-independent learning
-contract learning
-student controls time and place

B. Small private school in Colorado
1. Modules -
a. 3 weeks in length
b. immersed in one course at one time
c. course starts on Monday, ends Wednesday
d. 4 day weekend
2. Student and faculty preferred it
3. Some subject content cannot be fit into module format.

IV. Planning Time
A. People all feel pressed in time
-Time management courses - probably critical to re-entry students

B. Most people have unrealistic perceptions of how much time things take.

C. Give people sense of control via time.

Panel D

Integrating the Study of Women Into the Curriculum

Panelists: Dr. Emily Stoper
Professor and Acting Chair of Political Science
California State University, Hayward

Alette Lundberg, M.A., Social Science (Women's Studies)
Director for Economic and Social Opportunities Women's Programs for the County of Santa Clara

Dr. Ellen C. Weaver
Professor of Biology
San José State University

Dr. Judith Gappa
Associate Provost for Faculty Affairs
San Francisco State University

Moderator: Dr. Selma R. Burkom
Professor of English and American Studies
San José State University

Reporter: Dr. Cynthia Margolin , Administrative Intern, CSU Hayward and Associate Professor, Psychology
San Jose State University

The panel was introduced by Dr. Selma Burkom, professor of English and American Studies at San José State University. She commented that education consists of a dyad between personnel and curriculum. Even if people are replaced by machines, the curriculum will still be there. This is the focus of the panel.

Dr. Ellen Weaver: The Status of Women in Science

Research has shown that few first-year university women have had sufficient high school math for a science career, yet there are no intrinsic sex differences in mathematical abilities. Math is a critical filter, yet it is not perceived as an essential skill for women in high school.

In the past 5-6 years, special projects have encouraged junior high and senior high students to take as much math as possible to keep their options open. On the college level, the percentage of women earning B.A.'s in science is increasing, reaching approximately 10% in Engineering in 1980. At San José State, undergraduate science majors vary from 10% women in meteorology and physics to 54-55% in biology and natural science. The area of employment is not so positive where more women are out of work than men. The National Research Council reports .4-1% unemployment for men in all areas of science, but 2-3.8% for women. Furthermore, women in science are less esteemed than men in the field. At San José State, 10% of the science faculty are women, which may demonstrate to female students the lack of jobs for them. The overwhelming majority of the members of the National Academy of Sciences is male. As a final comment, Dr. Weaver noted that in her upper division writing course, when asked to write a biography of a scientist, not one of her students wrote about a woman. Furthermore, a 1977 text uses male pronouns exclusively, emphasizing the male nature of the field.

Dr. Emily Stoper: Results of her grant to incorporate women's studies into the curriculum and her participation in a Princeton conference on transforming the curriculum in Summer, 1981.

The goals of Women's Studies programs are grandiose, to reach man and reform the curriculum, to have a less male-biased curriculum. A major problem is the failure to reach large groups of people. Each year, just a few students out of the potential group take the courses, and it seems as if we are preaching to the converted. Most departments are not hiring new people, especially in Social Sciences, even if they are committed to affirmative action. We need to get material into the regular curriculum.

On her grant, Dr. Stoper team-taught a course to 12 faculty. The interdisciplinary colloquim covered such topics as sex roles, family, and work. Guest lectures were given by participants in their fields of expertise. Each participant had to complete a project related to her/his area of instruction to assist in the transfer of course material to his/her work. The projects had mixed success. She noted that the five male participants dominated most class discussions, but this pattern was confronted directly through the exercises.

The Princeton conference involved people who had already completed projects on transforming curriculum. (The word "transformation" is now preferred over "mainstreaming" or "integration" because it implies a complete change in approach, rather than fitting into traditional structures.) The completed projects included: 1) bringing people together to share research on women; 2) holding summer institutes or workshops (some of which involved writing new materials); 3) having campus retreats at the beginning of the year; 4) presenting visiting scholar colloquia (especially successful with charismatic people); 5) organizing a campus resource center; 6) publishing an anthology; 7) providing research fellowships; 8) providing on-call assistance to faculty, and 9) funding a half-time administrator to run workshops, courses, etc.

Three small colleges have made serious efforts to revise their entire curriculum, both in general education and majors: Wheaton, Stevens, and Guilford. Major strategies in changing the curriculum involved: 1) adding a unit on women to a course (but transforming the entire course is even better) and 2) hooking up with the latest trend in a discipline and showing a faculty member how research on women is important.

Dr. Judith Gappa: Women's Educational Equity Act grant to do a curriculum analysis (project) in the Social Sciences.

To be successful in such a project, two things are necessary: money and attitude change. The $130,000 made it possible to hire staff and follow good research methods. The project was able to produce and disseminate a product which one hopes will result in a change in attitudes. Dr. Gappa found that people do not totally lack commitment to change, rather there is a lack of knowledge and time to find out what exists already. The project produced curriculum

guides, entitled Sex and Gender in the Social Sciences: Reassessing the Introductory Courses, for three areas: Psychology, Sociology, and Micro-economics. Each guide contains two sections: 1) curriculum content linked to traditional instructional areas and 2) classroom interaction patterns. The guidelines were based on a content analysis of classroom observations (taped) and curriculum materials. Guidelines will soon be available from the American Sociological Association (Teaching Resources Center) and the American Psychological Association (The Office of Women's Programs). The Micro-economics module has not been placed with a distributor yet.

Ms. Alette Lundeberg: The need for evaluating educators and institutions.

The microcosm is too small, and the curriculum is getting stale. She saw the need to work with the ethnic studies programs, rather than having Women's Studies continue to stand alone. We need to start selling ourselves: 1) to other divisions in the university; 2) to other students in the university (gender and ethnicity composition now limited); 3) to private industry; and 4) to community colleges. Night-time programming would be a significant step in expanding our base.

Discussion:

Dr. Weaver listed some specific strategies for recruiting women into Science:

1) Courses on women in Science
2) Messages to high school women that there are women in Science (current SJSU slide show contains no women)
3) Recruitment of women for open positions
4) High recommendations of women students
5) Invitations to distinguished women seminar speakers
6) Public recognition of women's accomplishments
7) Impression on students of power of B.A. in Science and M.A. in law or business (more men than women are doing this)
8) Awards to women
9) Narrations of TV Science shows by women

Problems of re-entry women students were discussed. Many department awards go to them, and it is felt that they should learn to use their age and implied authority to their advantage.

Concern about being absorbed into a conservative status quo were voiced. When women are on boards of directors, running corporations and the university, will anything be different? Women might not be more virtuous than men, but we must hope that women in power will improve current situations. While it is true that token women and minorities must be acceptable to the status quo, once a critical mass exists inside institutions, different values will be able to be shown with increased diversity. Numbers of women must be increased; successful

transformation is very difficult for a single woman or minority to accomplish. The use of "transformation" rather than "mainstreaming" emphasizes the need for change rather than focussing on women in men's areas. Finally, bread-and-butter issues, like 59¢ on the dollar for women, must not be forgotten.

Dissemination strategies must be studied, given the low numbers of women appointments in most disciplines. The availability of time and money was again stressed as crucial. In addition, the use of non-threatening language and field testing is important. Dr. Gappa's project tested its materials with 18 experienced faculty (mostly men) in 6 institutions. The audience must be recognized and materials prepared accordingly. To respond to claims that there isn't enough time to add new material to a "full" course, the guides are aimed at existing areas in a course, giving new examples and research. When teaching Western Civilization courses, domination by Plato, Aristotle, etc., may be softened by examining male views of women.

Visibility of materials is crucial, especially with the changes in the Department of Education. Professional associations should endorse the curriculum guides and distribute them. The Office of Women's Programs in APA is good, but the Teaching Resources Center of ASA is even better. Perhaps workshops or accreditation teams could recommend them, although the Carnegie guidelines were turned down by most accreditation agencies.

The need for rewriting or writing texts was also mentioned. A new literature anthology is being prepared. Faculty were encouraged to write to publishers to tell them why a text was or was not chosen, especially if reasons include the use of masculine pronouns to denote to all human beings, the paucity or absence of examples relating to females, and the like.

Panel D - Workshop

Integrating Women's Studies Workshop

Participants: Al Smith
Dean, Arts & Social Sciences
California State University, Hayward

Jamie McCreary
Director Women's Studies, Psychology Professor
California State University, Stanislaus

Jo Lonan
Professor, Home Economics
California State University, Chico

Kathleen Cohen
San José State University

Renee Kogel
Professor, History
California State University, Chico

Kay Schoonhoven
Associate Professor,
San José State University

Rachel Kanigel
San Francisco State University

Milton Dobkin
Academic Vice President
Humboldt State University

Judith Gappa
Associate Provost, Faculty Affairs
San Francisco State University

Andrew Hughey
Dean, School of Applied Arts and Sciences
San José State University

Facilitator: Jo Stuart

Some of the Problems

Getting other than W.S. faculty to look at material on women
Getting colleagues interested in sex role issues
Women's Studies courses not very attractive
Ideological differences in women's studies
Need more women in business departments
Get faculty to work on problem productively
Need to revise material
Improve evaluation of teaching to include women's studies issues
Selling women's studies courses as good electives
Changing the values of the educational system

Some Suggestions

Work on changing the attitudes and behavior of faculty that currently reflect the view that what is female is of less value than what is male.

Change the name of Women's Studies.

Rewards and punishment for faculty - release time to revise courses
Pressure from professional associations
Have as target audience for change, the deans, who can arbitrarily say what is going to be done, offer rewards to faculty, etc.
Student Power - get students to write letters, protest

It was felt that the most effective agents for change would be those in leadership capacities, like deans, who have the power to issue mandates and offer rewards and punishments (what types not mentioned except perhaps poor reviews, not promoted)

Notes from: STUDENTS' SERVICES WORKSHOP, February 19, 1982

If a sexist/racist incident occurs:

1. Judith Hunt - don't be afraid to persist in your efforts to find someone to talk it out. This alone is therapeutic even if you do not pursue the incident via grievence.

2. Help the person be aware of the network, both potential and actual, for dealing with sexism/racism. There is both a formal and informal network and process, be able to pass both of these on the victim.

3. Very important - victims must not be allowed to get into the guilt dynamic. They have nothing to feel guilty about. (When victims are crippled by those in power there is a tendency to fall victim to the Social Darwinist/ Calvinist ethic implication that those who are in power are there by God's/ genetic good graces, and those who are the victims of oppressors are victims due to God's Will/defective genes. - CK)

4. Florence Schwartz - be visible and identifiable as a supporter.

5. Kay - Very important - it is not the student's (victim's) responsibility to correct the crime. (This is not the case in crimes of property, but this is a persistent mythology in crimes against people (rape, sexism, racism, etc.). Why should a victim have to prove "intentionality" (witness current legal fictions of "proving intentionality to discriminate, segregate, etc.") of the perpetrator. The criminal behavior is enough. The banker who is robbed does not need to prove intentionality of the bank robber, only that the behavior occurred. - CK)

6a. Get Sexism/Racism harassment defined.
b. Identify the people on your campus who can/will help. Once your campus has defined S/R harassment, clarity is attained in terms of being able to make students (victims) aware of the definition of the crime and of their own rights. Helpers on the campus must be identified and made known to students (victims).

(These two steps alone tend to act positively and powerfully to deter potential sexist/racist behavior. Why? If a sexist and/or racist perceives that the crime is not defined and is left vague, that there is no consciousness on campus of dealing with perpetrators, and that there are no identified helpers, the realization is that the climate on the campus is in favor of the criminal, not the victim. - CK)

7. Teach a course outlining procedure and the dynamics of dealing with S/R.

8. Publish a student's Bill of Rights, teach it in the course, memo the faculty/staff.

9. Reinforce the student's knowledge of the avenues of redress.

10. Have an established procedure for followup - especially in cases of foot-dragging.

11. Administration needs to help establish the procedures. If administration establishes the procedures, you can INSTITUTIONALIZE them, and only then will they become effective in dealing with institutional racism and sexism.

12. Be aware of what approaches, methods, and systems work best for you in assisting students. (Your skills may be in negotiation, confrontation, organization, developing support networks, etc. Develop them and use them on the student's behalf. - CK)

13. Be aware that there is both overlap and differences in the needs of white feminists (normative culture women) and women of color (WOC). WOC have to contend with racism as well as sexism. Unfortunately, all too often they have to contend with racism on the part of normative culture women, including some white feminists.

14. Compile data as evidence. Some faculty/staff, etc. practice sexism/racism but there is very little hard data. Keep data files on every complaint (formal or informal) that comes in. Oftentimes, a clearcut pattern emerges that can then be acted upon.

15. Consider starting rap groups. Some can be problem specific, others for general discussion and tension relief.

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APPENDIX A - Letter and Statement

November 10, 1981

Dr. Auguste Coppola
Chair, Committee on the Future
The California State University and Colleges
400 Golden Shore
Long Beach, CA 90802

Dear Dr. Coppola,

As you requested, I enclose the statement I read before your committee when you visited the San José State campus. The conference will be held on February 19, 1982 at San José State. We would very much like to have a representative from your committee attend the conference as an observer.

Our keynote speaker will be Dr. Helen Astin, Professor of Higher Education at U.C.L.A. and Vice President of the Higher Education Research Institute. Her speech will be followed by four concurrent panels examining the effect of various teaching styles, ensuring that the curricula of basic courses includes the study of women, analyzing alternative ways of scheduling courses, and discussing necessary improvements in student services. The panels, in turn, will be followed by workshops which will teach participants those skills necessary to implement changes on their campus.

I don't think I made it clear in my presentation that the conference on February 19 is the beginning of a long process of implementing change. We plan a newsletter to facilitate the exchange of information about the progress on each campus and the resources needed to hasten that process. We hope that the meetings will continue throughout the 1980's.

Finally, we continue to explore ways of raising money to fund the conference. So far, we have $1,500 of the $15,000 we need. Any suggestions you or your committee might have about possible funding sources would be most welcome.

Sybil Weir

Sybil Weir
Associate Dean for Faculty Affairs and
Professor of English

STATEMENT ON BEHALF OF THE PLANNING GROUP, "HIGHER EDUCATION FOR WOMEN IN THE 1980's" TO BE HELD ON FEBRUARY 19, 1982
delivered before the CSU "Committee on the Future" during its visit to SJSU. The meeting was chaired by Trustee Auguste Coppola.

I am Dr. Sybil Weir, Professor of English and American Studies. I represent a group which is planning a conference on "Higher Education for Women in the 1980's." The planning group is composed of fifty men and women representing all areas of the campus--from Assistant Professors to Associate Deans, from Art History to Nursing; it includes women and men in Math, Engineering, Business, Drama, Women's Studies; it includes the ReEntry Director, the Women's Studies Coordinator, Counselors, Affirmative Action and Student Affirmative Action Officers.

We begin with the premise that, although we here at San José State University are celebrating the 10th anniversary of Women's Studies, the Women's Center, and the ReEntry Program, we have still to make a decisive impact on the most important parts of a college education--the content of the curriculum, a variety of pedagogical styles, the adequacy of student services.

We propose, through our conference, to empower representatives from all the Northern California campuses to initiate those changes necessary to ensure that the State University system is responsive to the needs of women and will prepare those women for socially useful careers. We believe that our frame of reference is not narrowly defined but speaks to the needs of California and of the American society because each citizen will become productive. All of society will benefit when women no longer earn only two-thirds of what men earn and when there are no longer careers earmarked male/female.

The conference represents our initial attempt to implement our dream of what 1990 or 2000 will mean to all students, not just women students. Demographic statistics suggest that the future State University student will continue to be in her middle twenties, working part-time, caring for her family. Why, then, is that not represented in our longterm planning? Our committee dreams about a future in which:

- It is automatic that the content of basic courses includes the study of women.

- It is automatic that teaching styles are various, that authoritarian lectures are no longer the sine qua non of teaching, that University professors pay attention to research, such as split brain research, which suggests that creative, holistic approaches are desirable for many students.

- It is automatic that we abandon the scheduling and location of courses based on the 18 to 21 year old student and begin to think about courses scheduled on weekends, in libraries, courses which combine interactive television and seminar contact with students, self-paced instruction. The possibilities are endless, but we need to begin analyzing them today.

- It is automatic that men and women will be able to rely on child care services and other student services whenever they come to campus, be it at night or during their lunch hour.

We also represent the wave of the future because the design of our conference assumes that cooperation among CSUC campuses is the best way to accomplish our objectives. The conference will be the first of a series of meetings of invited teams from each Northern California campus. We would have included all the CSUC campuses but for budgetary constraints. We are finding

it difficult to obtain funding for our modest budget, $15,000; to include the Southern California campuses would have been prohibitive.

Nevertheless, we will proceed. We believe we can make our dream for the future a reality and, like you, we are beginning to plan for the year 2000 today.

APPENDIX B

SEVEN CASES OF INSTITUTIONAL RACISM/SEXISM
Chuc Kemesu, Coordinator of Counselling Services,
San Francisco State University

The following seven cases of racism and sexism took place on two campuses of the State College and University System. Four of these cases were between students and instructors. The other cases were personnel issues. Most of the complainants are Black and are women. All of the "accused" are white (three women, one man, two "white" personnel systems).

Each case should be presented separately. At the conclusion of the presentation map out a strategy for helping the student or employee to deal with the situation. Examine what role, if any, you should play. What responsibilities do you, the defendant and the complainant have? What approache(s) are most likely to get positive results for the offended party/victim? Identify your reasons for becoming (or refusing to become) involved. Will making a "righteous and mighty" stand help or hurt your client? Note: There may be more than one "correct" approach.

CASE #1

The student, a Black woman majoring in Political Science, handed in her first paper and got it back without a grade--the only student in the class who did not receive one. The instructor (a white male) wrote the following comments at the end of her paper: "Excellent paper..without being sexist or racist, I find it difficult to believe that you wrote all this by yourself."

You find out about this incident through a third party. Both the student and third party have your total trust and faith. What courses of action do you consider? What will you do? What is/should your role be? What assumptions has the instructor made about the student? Given your strengths and weaknesses as a person, what is reasonable for you to do? Are the issues of racism/sexism distinct from those of sound teaching ethics regarding possible plagiarism?

CASE #2

A Black woman in the Nursing Department's B.S. program has completed all of the requirements for an "A" in a course. The student received a "B" in her grade conferencd with the instructor (white female). Examination of the course syllabus indicates that the student has clearly completed all requirements.

The student comes to you requesting advice. You have "heard" about this teacher before. She has a reputation for not being too "bright" and of perceiving Black students as "underqualified".

The Nursing Department Chairperson is a very powerful person on the campus, and is also a white woman. You are aware of constant discrimination against Black women in the nursing field in general and at nursing schools (this one included) in particular. You may well have to deal with this person and the department again. Should you get involved, given that the student received a good grade? If you do get involved, what approach should you take?

What advice do you give the student? What involvement do you consider? What degree of involvement can you realistically have? What are your feelings towards the student for involving you in this?

CASE #3

(Three months after Case #2). A Black woman (a different one than the one above, there are a total of 3 in the nursing program) in the Nursing Department is about to be terminated as a student for work that is alleged to be "below standard quality." She is a student in your counselling class, her participation is excellent, while her written work is average (such work is no worse than much of that which is handed in by many of your suburban products from Los Angeles and the San Francisco Bay Area). One of the Nursing faculty on the retention committee for students has stated, "She may be reaching too high, if we keep her we may be setting her up for failure." The student came to the college with her R.N. degree.

The student is single-minded and is the kind of person who would file a grievance and sue; she is stubborn and does not always see both sides of the issue well.

What are the issues? Having been involved with the Nursing Department before, how do you approach them this time? What possible "code words" are being used? What are the assumptions and the implications of these code words? Should you get involved at all with a student so highly motivated?

CASE #4

A Black departmental secretary was told that she would probably have to be transferred to another department. The reason given was that a secretary (white) whose place she had filled two years previously, wished to come back to the department.

Background

1) The (white) secretary had been on leave for two years, had expressed an interest in a kind of work other than what was done in this department, and had renewed her leave of absence twice before.

2) The (Black) secretary had been given a vergal vote of confidence by the entire faculty of the department (90% white).

3) The (Black) secretary had more tenure in the college, but less in the department as the two years' leave of absence counted as tenure in the department for the former secretary.

4) The personnel department claimed that there was nothing they could do, it was viewed as a departmental matter.

5) The department chairman claimed that there was nothing he could do, it was a personnel matter.

6) None of the faculty in that department have offered to do anything other than vote and express confidence.

7) The personnel manager is a white male, secure, and close to retirement.

8) You are the most junior member of the department (no tenure).

Issues: What do you do? What are you risking? Are you being "set up" to be the crusader or "fall guy"? Why don't <u>they</u> do something? Why you? What are your responsibilities, if any? What other issues must you consider before involving yourself? What pay-offs, if any, are there?

What courses of action do you recommend?

CASE #5

A Black woman student in the Sociology Department was accused of cheating and plagiarism (in writing) by a white, feminist professor. The course was taken in the Spring semester, the letter was dated two months after the semester's end. This letter was sent to the student in response to the student questioning her grade in the course. The student received a "C" although the work and quiz grades indicated an "A" grade.

CASE #5 cont.

The teacher has a reputation as a white feminist on the campus. She has been constructively active in advancing important white women's liberation causes and of standing up to her chauvanist, sexist white male colleagues (her department employs no Blacks, Latinos, etc.).

The student feels insulted, libeled, slandered, and treated like a "nigger".

You believe strongly in what the teacher stands for. You oppose just as strongly what the student claims was done to her. What are your issues here? How do you resolve the contradictions? Is white women's liberation compatible with liberation for Black and Latino men and women? What actions do you take? What recommendations do you have?

Discuss the differences and similarities of racism and sexism. Aside from theory, to what extend has white women's liberation addressed itself to women of color? What behavioral manifestations are there of concerns for women of color?

CASE #6

A professor at a state college discusses some observations with you: "When I was a student here in 1971-72, 75% of the janitors were Black or Latino men--most were Black. Now (1978) just 6 short years later, I look around and 50% of the janitors are white women. On top of that, there are fewers janitors now, than in 1972 because of Prop. 13. What the hell's going on? We (Black people) can't even get and keep a job as janitors anymore. White women are literally taking even the service jobs away from us."

"During the same years (1972-1978) that Black unemployment for adults has gone from 9% to 13% and more, unemployment for white woman has gone down and they are gaining jobs in traditionally Black areas. Why should we support ERA or any dam white women's lib?"

You are a colleague of this professor, in the same department, and value his friendship, professional advice and cameraderie. How do you respond to this? He is, in fact, non-tenured and temporary himself.

You believe in women's liberation and the ERA and see them as vital to the establishment of social justice in this country. He too has supported the women's lib movement, has been supportive of women in the department, practices ethical conduct with his women students, and behaviorally opposes sexism. Now, however, he feels that to support white women's liberation is clearly deleterious to Blacks and Latinos.

What are the issues as you see them? To what extend may white women as a group be oppressors of men and women of color? What effect do you think your friend's turmoil and feelings will have on your friendship? How do you feel about the facts of the situation? What responsibilities do you have to Blacks, Latinos, etc. if the women's movement is contributing to their unemployment and oppression?

Bear in mind that during this same period of time the unemployment rate for white males has been virtually unchanged. What implications does this fact have for the situation of white women and minorities? What kind of action is indicated, if any?

CASE #7

A Black female professor has been notified that she will not be granted tenure. The reason given is that she does not have a PhD, and has not made "satisfactory" progress towards one. She has an MA and is a recognized authority in her field

CASE #7 cont.

(a technical subdivision of special education). She has published, is in demand as a consultant, and has her own clinic.

The faculty express concern at meetings but no one is taking anything other than a verbal stand. No one is taking even verbal stands on her behalf outside the meeting room door. She is alone in her fight with the college. The department members feel their "hands are tied", although they sympathize, because she agreed to get a PhD and has not. She has been a professor for five years.

You are a temporary, full-time, non-tenure-track instructor. You notice that neither of the minority teachers are active advocates other than giving lip service in the meeting. You notice that she appears tired, unwilling to fight, and seems resigned to her fate. Some faculty have said, "If she's not going to raise hell, why should I do a thing?" Most faculty say nothing, they appear to be "waiting for the storm to pass." As one faculty member said, "We went through hell a few years back with all this civil rights stuff, recruiting Black and Latino students, we're tired."

Is this your fight? Do you have any real responsibility towards towards this woman? What actions do you recommend? Is this a "minority" issue? A "woman's" issue?

APPENDIX C

THE STATUS OF WOMEN'S PROGRAMS AT CALIFORNIA STATE COLLEGE, STANISLAUS: PERSONAL VIEWS

(distributed at opening session of Feb. 19, 1982, conference at San José State)

The members of our delegation debated the best way to represent to our colleagues from other institutions the status of women at CSCS. We decided that statistics would not provide you (or us) with a sense of our accomplishments, needs, problems, and concerns. A better measure might be taken from the perceptions and viewpoints of those closely involved with the various areas and functions which affect women on this campus.

We are offering a collection of essays written by members of our delegation. You will find that the content, style and mood varies. We started with broad and unstructured questions: What are your main concerns about women on this campus? What problems face women at CSCS? What are their needs? The answers are as varied and interesting as the members who were selected for our group.

A few consistent themes emerged, the most visible of which is that women's issues and programs are relatively invisible at CSCS. They exist, but are not seen as part of the mainstream of activity on campus. The attributions made about this situation vary; some label it sexism and insensitivity to women. Others observe that most members of the campus community, especially male faculty and administrators, are ignorant of the issues which surround this conference.

"In contrast to other college and university campuses in California where I have taught, little overt or widespread support for women students exists at CSCS. Several students have recounted experiences to me which suggest open opposition or insensitivity to contemporary women's issues and struggles and to their treatment as legitimate content areas in college courses. Students have also experienced from some faculty and administrators the communication of sexist attitudes and sexist advice-giving and career counseling.

Generally speaking, it is my observation that the campus community at large, in both social structure and social role relationships, reflects a rather politically conservative, rural middle-American world view which typifies (or is consistent with) much of the San Joaquin Valley culture and tradition. Many women students behave in a passive mode, apparently unaware and/or accepting of discriminatory and inequitable treatment on campus. On the other hand, students will disclose beliefs, values, and concerns in private which they do not share during class discussions and in learning situations. This suggests to me a fear of the consequences of disclosure within the student-peer group or larger campus community. (i.e. unpopular or deviant positions).

In my view, CSCS administrators, faculty, and staff need to engage in open dialogues with women student representatives, especially from the "re-entry" population for a collaborative exploration of issues and needs as perceived and experienced by women students."

"When I attend the San Jose Conference, it will be more as a learner than as a knowledgeable advocate. I think that this is a legitimate role for some

team members to fill, especially male team members, since the learner may then come back and become a teacher of others.

Perhaps the fact that I do not feel "strongly about" the various aspects of higher education for women at CSCS--indeed know so little that I feel neither one way nor the other--is indicative of the ignorance many have on this subject at this campus. Being a librarian, I see books on the subject enter the collection--but I have not felt compelled to read any of them. Being a member of a profession that has been (is?) viewed as a predominantly women's profession, I am aware that many librarians feel they are underpaid because of the idea that "women's work" is less important than men's. But this kind of concern seems tangential to what the objectives of the Conference are.

So I look on this Conference as a learning experience, to use a tired phrase, for me; I hope my ignorance will not be a burden to our committee."

"Aside from the expected, usual difficulties of exams and costs a student faces on today's college campuses, college women deal with additional obstacles. In whichever manner these obstacles manifest themselves they are in large measure due to the ignorance inherent in our institutions of higher learning and those individuals populating them. The problem has too long been ignored and the difficulties of college women treated as a female problem that only exists in the mind. Yet, sexism is alive and doing quite well in the California State University system. Only a limited number of obstacles associated with sexism can be addressed here.

The content of the teaching segment of the academic environment is a given factor that women students must deal with. Tenure and historical sexism has ensured that the vast majority of professors and department heads are male. Thus, we are faced with the task of increasing the feminist awareness of professors on our campuses. They have an impact on the social attitudes of graduates, others in their profession and the way others view the educational system, so their cooperation is important to carry out our goals. The level of awareness carries over to the student. Though each discipline prepares a person in an individual field of study it ignores the sexist barriers its female students will face when reaching for career and academic goals."

Many of our delegates addressed more specific needs of women at CSCS. The three themes which predominated were Affirmative Action and advancement of women employees, programs and services for re-entry women, and the need for a coordinated effort to advocate for women on campus.

Affirmative Action and Advancement:

"Women on the CSCS campus are grossly underrepresented at the professional and administrative level. A large percentage of the women employed by the

campus are in the clerical field.

As a remedy to this problem, I suggest that CSCS adjust the career development plan to include trainee and apprenticeship programs which would allow women opportunity for upward mobility. It should also allow room for promotions and reclasses for women who have progressed in their current position. The plan should be a workable program not just a plan on paper.

CSCS should get a stronger and permanent Affirmative Action Officer to make sure the administration adheres to affirmative action policies and procedures. This person should also help to make sure that the administration puts forth a concerted effort to see that qualified women and minorities are hired at <u>all levels</u> especially technical/para-professional, administration and professional.

Until this is done, women will remain underrepresented in the professional, administrative, and technical levels. And, they will remain stagnated in their current dead-end jobs as long as administration is allowed to thwart affirmative action efforts."

"Woman, singular. [illegible] there is only one woman who can be considered an administrator (marginally on the periphery of what we call executive management at CSCS). There are no women with dean-or-above status, and of the three women department chairs one is acting and two are nurses. Telling, I think.

What's it like to be the singular administrator?

It's a subtle kind of isolation where you are the only woman at most meetings (unless secretaries, administrative assistants, faculty, and students are among the group). Protests are met by disclaimers ("I would like to hire, but . . .") or charges of excess sensitivity. It is wearing.

The idea of resting on present laurels, such as they are, and of ceasing to convert the heathen grows increasingly attractive.

Is there an alternative?"

<u>Re-entry Women:</u>

"The profile of student populations on university campuses is changing dramatically with the influx of adult re-entry students. A number of social science research studies have been done on the concept of life-long learning. Much is known about the cultural, social, and technological changes causing this trend, but little has been accomplished to meet the unique needs of adult re-entry students, who incidentally are predominately women.

During the last ten years, a number of factors (smaller families, increases in the divorce rate, the Women's Movement, etc.) have resulted in a 95% increase in women college students who are over the age of thirty-six. These women are entering educational programs by choice, and for the most part are highly motivated. Unfortunately, a number of social, psychological and institutional barriers to their success are

cause for concern.

As a re-entry student in 1972, I entered an undergraduate program at a prestigious private university. Since I considered some action on my part vital in my struggle to fill unbelievably empty hours brought on by a personal tragedy, the high cost of the pilot program appeared only an incidental inconvenience. In retrospect, it was a sound investment in my future.

This was early in the development of special programs for non-traditional students. Enrollment on university campuses throughout the United States was dropping, and the need for a broader base from which to draw potential students was sufficient impetus to commit faculty and administration alike to support the program. Admission was based on past academic achievement, work experience, personal references, and substantive goals for the future. The honor of being selected helped somewhat to reduce the fear associated with taking the calculated risk of public failure. Academic programs were hand-tailored to meet individual needs, influential mentors were assigned, and personal counseling was readily available. Those who completed the prescribed prerequisites and took full advantage of the contacts provided by the mentors benefited greatly.

By 1977 I felt motivated to explore a graduate program at a public institution of higher education. As an employee of a California State College, I fully understood the problems associated with the rigidity of the bureaucracy. But, the stimulus for additional education had become economic and the incentives were high: A career development program complete with release time and fee waivers. With full knowledge that the needs of non-traditional students just do not fit into state formulas, I entered a special major program. Because of a supportive faculty committee, my graduate experiences were reasonably positive. Many of my peers, however, who were not as well versed in the "rules of the game," found returning to school unnecessarily complex, frustrating, and at times depressing. Orientation designed for the adult student was needed, as a number of years had elapsed since these women had been in an academic setting. Skill building and study technique workshops, as well as an introduction to services available to students, use of a modern library, etc., would have proven beneficial.

If life-long learning is a viable concept, another problem must be openly addressed--that of relationships between faculty and adult students. A faculty development program to increase awareness of the needs of the re-entry population, as well as curricula that is challenging to those who have lived long and experienced much, are paramount needs. For example, classroom regulations and "busy-work" assignments geared to the needs of eighteen-year-old freshmen are too often not feasible for an employed mother with personal responsibilities many times beyond her daily control.

Identical fees are paid by all enrolled, yet those who must attend in a time frame other than 8 a.m. to 5 p.m. do not receive equal services. Offices are closed; there are no health or personal counseling services available; and few opportunities for social activities are provided. One research project reviewed suggested that "comeback clubs" be formed to provide peer support, brochures be developed as guides to the unique needs of adult students, and that adjusted work schedules be established in order to provide student services during nontraditional hours.

It is projected that as soon as post-secondary institutions improve services, upgrade curricula, and exert the effort necessary to accommodate the unique needs of adult students, enrollment in re-entry programs will increase substantially. In general, the problems do not appear insurmountable to me, provided faculty, staff, and administration are committed to this common goal. So, let's begin!"

Need For Advocacy:

"In order to accomplish the goals and solutions this body agrees upon, it is crucial to have an entity on each campus which would act in the interest of women and take on an advocacy vote. Merely depending upon the good fortune of having interested parties, capable and energetic, at the right place and time is not enough. A staffed women's center on each campus is essential to ensure on-going activities affecting change. Staffing would mean that the force for change would be consistent and add vitality in an environment whose population is in constant flux. Student leaders are necessary to direct such an entity towards their needs but a staff person is invaluable in carrying through our goals over time. (The obvious need for a women's center will not be discussed here.)

Although women constitute the largest portion of students on many of our campuses we are in the minority in respect to the status quo. This groups us with other minorities in that we are striving to achieve equality with the prevailing power structure. Yet something is very wrong. Too often minority groups and associations on campus work against one another and thus sidestep our common focus of changing the attitudes of the status quo. We are competing for scarce resources. These resources and energy would be more efficiently and effectively used to work in cooperation with each other to achieve a campus and community attitude that truly reflects the idea of the equality of humankind. The only too common condition of conflict and lack of communication only further crushes our inherent creative potential and all minorities face this debilitating condition.

Incorporating men into the women's movement on campus rather than solely presenting programs and activities designed to attack the status quo is important for long-run change to become a reality. Fear and a sense of loss on the part of men and some women need to be dissipated through knowledge and familiarity with women's groups and issues."

There is a final theme that characterized the essays we collected. It is not one of content, but one of feeling. The feeling is ambivalence: A combination of optimism and anger, hopes for the future and acknowledgement of the limitations of the present; and a great deal of educated confusion. In other words, the same feelings which surround feminism in 1982 emerged in our reflections.

"I've had many roles in the nine years I have been at California State College, Stanislaus: four-year student, re-entry student, secretary, and employee representative. It seems to me that the college community is very egalitarian in their attitudes in most respects, but can be very

discriminatory (and degrading) in others.

I came to Stanislaus fresh out of high school in the early seventies. Courses such as "Women in Literature" and those dealing with sex roles were offered as "selected topics" every semester. I never felt discriminated against—or received anything other than positive reinforcement—in my entire undergraduate experience at CSCS. Going back to school has been a positive experience as well. I have had tremendous support and encouragement from all those involved in my master's program.

As a secretary, however, it did not take long to "learn my place." Secretaries were referred to as "stupid" in a training session on computer coding curriculum changes during my first month on the job. More recently, we have been receiving pamphlets on such topics as "being courteous on the telephone," "the evils of gossiping," and "being loyal to your employer." Even though there is a group that has been working to change the image of the "dumb secretary," a lot of work needs to be done. Some of the secretaries themselves need to realize how important their contributions to the operation of the college are. But even more faculty and administrators need to realize the same and start treating the clerical/administrative support personnel with courtesy and respect.

The most degrading experience I have ever had was when I went to talk to an administrator regarding a problem in a worksite he was responsible for. I was not there as a secretary, but as an employee representative. He told me he did not have the time to waste talking to someone (who should be in another building typing and answering the phone) about something that was none of my business. Relationships in employee/employer interactions take a long time to develop and certainly not all of them are as bad as this one. In good employee/employer relationships, both parties realize the key to success is to sit down as equals to work out solutions to the problem.

Overall, the times I have felt "degraded" or "inferior" have been few. I think the size of CSCS allows the campus operations to be more personal. There are enough prominent people on campus who see status, sex, and/or role discrimination as detrimental. Making people aware of the detriments is important in aiming towards a healthy and happy working and learning environment."

"It isn't difficult to head the Women's Studies Program at CSCS, at least time-wise. We have but one interdisciplinary minor and one student enrolled in it. Not to sound overly discouraged, a recent revision of our program and a drive to increase our visibility have unearthed two strong prospects. . .They might sign cards any day. But the revision took a year longer than planned because a faculty committee required a survey before we could change our list of courses, certainly not a common procedure. But then again a supportive administrator saved the day by conducting the survey for us and funding our publicity; and he was male.

All this aside, I feel proud when I look at our program. For a small institution we have an impressive array of Women's Studies courses and a list of thirteen faculty who teach them. Our elective courses are staffed by still more supportive faculty who integrate the study of sex roles in their regular courses. This lets us claim perhaps six additional faculty. And then there are two men in the English Department who teach Women in Literature but feel it would be presumptuous for them to put such

a course in the college catalog. Both of them feel they might be criticized for arrogance by well meaning feminists. And they might well be.

So our curriculum is strong and there is a healthy degree of faculty support. Where does our problem lie? To be quite honest, I don't think we have one. Maybe we don't need more declared majors. Maybe we don't need a formal Women's Studies program. Almost all of our courses were offered regularly before we instituted the program. And the faculty with feminist convictions came to us that way. We didn't create their enthusiasm, we simply enjoy it.

There really aren't that many jobs for a Women's Studies graduate. And I believe the political and economic trends will reduce the number. So maybe our students are simply doing that which is in their own best interests: taking courses which expand their understanding of women and then incorporating this enhanced sensitivity into their major fields. I certainly hope this is the case.

In the year and a half since assuming the position of Women's Studies Coordinator, I have worried, talked, explored, and read in the hopes of finding direction. A personal conviction has emerged. We <u>are</u> serving an important function at CSCS and we <u>do</u> carry an important responsibility. There <u>are</u> reasons to have a Women's Studies program at CSCS. We must campaign to protect our courses against budget cutbacks. We must do more to educate faculty who have not come to our campus with a feminist understanding. We must talk, offer colloquium, send out brochures and be visible.

In other words, we must institutionalize Women's Studies. We must make it part of the ongoing culture of the college. Once we have done this we can retire. Perhaps in five years, I think. But then again we may not make it that far. The faculty committee which approved our revision mandated a review of our program in two more years. They want to see how many students we have gathered into the "declared-minor" fold. No matter that we receive no institutional resources and our courses make their own way by providing FTE to their home departments.

I don't know if we will be able to grow enough by that time, but I can't confess to too much desperation. With or without a formal program, feminist faculty will teach their beliefs and feminist students will listen. That's the way it's always been. That's the way it is now. No matter what, that will continue. And that's the only part of the "Women's Studies Program" we can't afford to lose!

"As facilitator of the women's center my responsibilities include general supervision and operation of the center. The women's center at Cal State Stanislaus is founded upon this basic orientation: 'to broaden the horizons of the campus community, (students, staff and faculty) through services, support, education, cultural, social and recreational activities, with particular emphasis on the expanding role of women, and to implement outreach programs within the community.'

As it currently operates, the center is frequented only by those wishing a quick cup of coffee, too lazy to walk across the campus to the cafeteria.

Few people know of the center's services or purpose. Even fewer care to know.

Is this because of the fact that our center is just larger than a small

linen closet, too hot and uncomfortable to assemble in?

Or is it simple apathy so apparent in my age--cohort representatives--the last of the baby-boom, raised on TV and books like, "Be Your Own Best Friend"?

Or has the women's movement created a vast reactionary dichotomous separation of women against women and women against men, that our student population is hesitant upon choosing sides?

Perhaps the women's movement has reached a dead-end and we need to restructure our goals and ideals. As Betty Friedan observed in her new book, The Second Stage, 'Personal choices and political strategies of women today are distorted when they deny the reality of both sets of needs: woman's need for power, identity, status and security through her own work or action in society, which the reactionary enemies of feminism deny; and the need for love and identity, status, security and generation through marriage, children, home, the family, which those feminists still locked in their own extreme reaction deny. Both sets of needs are essential to women, and to the evolving human condition.'

Therefore, the center on our campus may be merely reflecting a stagnant phase of confusion. In this highly conservative, rusty bible-belt community of Turlock, reaction against the center is certainly stronger than support or interest.

I am concerned about the future. What kind of society have we perpetuated and evolved toward that can not fathom equality simply because of biological inheritance. Why, in 1982, do male high-school drop-outs earn an average of $1,600 more than female college graduates holding a B.A. degree?

Re-entry students, the youngest represented age as 35, were the first of the baby-boom. They saw a technological revolution, a blossoming economy and were raised with general optimism. There was action, purpose, cause and belief. I'm worried about us, the last statistical representatives of the baby-boom. No phase in American history has seen so many births. The middle group, aged 24-29 is in large part underemployed due to their education and the shrinking economy. The youngest group, 17-23, area very serious group, scared by what is happening on the societal level. We seem to have lost the American dream.

The trend of hope lies in our ability to change expectations, turn toward family, cultivate interest and find gratification in a simplicity of life. The new second stage of feminism will face a bridging together of gaps in relations, political stances, and move toward an awareness for the societal collective and a true concern for humanity."

"Finally, what does a college education really have to offer a woman? The realities of the job market and world, reflected in discouraging statistical reports, contrast sharply with what we are told. Although this is true for male students to some extent, there exists an even larger gap for women. The truth needs to be told to young women entering college about what awaits them during their education and afterwards and what they truly can gain out of it. Economically we will be worse off than men of all educational levels. The focus needs to be turned towards enhancing a person's life and self-development. In terms of our rewards we will gain a lot in respect to personal growth and self-worth

but financially little."

In summary, what does CSCS bring to a conference on Higher Education for Women? We share a number of concerns. . .Affirmative Action. . .Re-entry Programs. . . Advocacy for Women. We sense that women's issues are not in the forefront on our campus, for whatever reason. Our ambivalence on this issue comes not from a lack of ideological commitment, but from a recognition that there are no simple answers. The feminism of the past twenty years has yielded considerable progress. The easy work has been done. But the hard parts, making Affirmative Action really work, changing the subtle forms of sexism without losing collegiality and cooperation with other segments of the college community, to make further gains for women without losing sight of our primary goals in education, these remain to be done.